

Curriculum Guide

Second Grade General Music

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INTRODUCTION

This is the second volume of what we hope will be a series of curriculum guides supporting the General Music Curriculum of the Hicksville Public Schools. A great deal of thought was given to the structure and layout of the first volume, the Kindergarten and First Grade General Music Curriculum Guide, during its writing in the summer of 2007. This Second Grade General Music Curriculum Guide follows that same structure with the designation of a number of general outcomes appropriate to the second grade student, followed by specific activities and musical examples which enable a second grader (under the direction of a qualified music teacher) to actively and joyfully achieve those outcomes. As a reference, and to assist the reader in understanding the flow of the curriculum from one grade to the next, this document lists the Kindergarten and First Grade outcomes first followed by the Second Grade outcomes.

The Hicksville Public Schools Elementary General Music Curriculum emphasizes learning through active participation by all students. With this in mind, the guide takes each outcome and describes several teacher directed activities which foster student development of the skill, knowledge or behavior specified in the outcome. In general, these activities include singing and learning about folksongs, participating in singing games, participating in movement activities and dances, manipulating objects in time to music, solfege singing, reading and writing music notation, and performing on instruments. The New York State Standards learned through student participation in each activity are listed in parenthesis. For most activities, one or more specific examples of songs that can be used for the activity are given, with an indication in parenthesis of the source in which they can be found. Where the song also reinforces student learning of grade level standards in another subject area, that subject is specified in brackets.

At the end of the guide, a listing of the sources referenced is given, along with a legend indicating the abbreviations used throughout the guide to indicate each source.

The outcomes, and activities listed within each outcome, are derived from and will enable students to achieve the New York State Learning Standards for music in ways most appropriate for, and optimized to the developmental needs of, second grade students.

The New York State Learning Standards for the arts are:

1. Creating, performing and participating in the arts
2. Knowing and using arts materials and resources
3. Responding to and analyzing works of art
4. Understanding the cultural dimensions and contributions of the arts

KINDERGARTEN OUTCOMES

Students will learn to sing in tune and on pitch.

Students will learn to discriminate between high and low.

Students will learn to discriminate between fast and slow.

Students will learn to discriminate between loud and soft.

Students will learn to discriminate between long and short sounds.

Students will learn to demonstrate a steady beat.

Students will learn to coordinate movement with music in the form of simple dances, circle games and creative movement through space.

FIRST GRADE OUTCOMES

Students will learn to sing in tune and on pitch with more consistency.

Students will learn to demonstrate a steady beat with more consistency.

Students will learn to identify and read rhythmic notation using ta, ti ti and rest.

Students will learn to identify and read melodic notation using Sol, La, Mi, and later Re and Do, both from Kodaly hand signs and staff notation.

Students will learn to coordinate movement with music in the form of dances, more complex circle games and creative movement.

SECOND GRADE OUTCOMES

Students will sing in tune and on pitch with more consistency.

Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Students will learn to identify, read and write rhythmic notation using ta-ah and half rest. Previous rhythms learned (ta, ti-ti, and quarter rest) will be reinforced within both duple and triple meters.

Students will learn to identify and read melodic notation using low La, low Sol and high Do, both from Kodaly hand signs and staff notation. Previous notes learned (Sol, La, Mi, Re, Do) will be reinforced.

Students will learn to sing and play simple two-part songs, introducing the concept of harmony.

Students will learn to identify the following musical symbols: staff, treble clef, bar line, measure, double bar line, repeat sign, quarter note, quarter rest, half note, half rest.

Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Students will learn to identify, create, and perform music that uses simple forms (AB, ABA).

- I. Students will sing in tune and on pitch with more consistency.

Suggested Activities:

- A. Echo melodic phrases using the pitches Sol, Mi, La, Re, Do, low La, low Sol and high Do, using and understanding correct terminology and Kodaly hand signs. (SSI)
- B. Echo new songs phrase by phrase. (SS1)
- C. Focus on, but do not limit yourself to, pentatonic songs. (SSI, 4)

Examples:

- “I Fed My Horse” (B)
 - “Rocky Mountain” (SB) [Social Studies]
 - “All Around the Buttercup” (SB)
 - “Cookie” (SB)
 - “My Foot’s in My Stirrup” (SB) [Social Studies]
 - “Mama Buy Me a China Doll” (W) [ELA]
 - “Here Comes a Bluebird” (SG)
- D. Sing songs with an expanded range of up to a ninth. (SS1, 4)

Examples:

- “El Floron” (SB) [Social Studies]
 - “Hello” (SB) [Social Studies]
 - “The Crocodile” (SB) [Social Studies]
 - “Leatherwing Bat” (SB)
 - “Jim Along Home” (SB)
 - “Dinosaur Dance” (SB) [Science]
 - “Old Roger is Dead” (W)
 - “The Noble Duke of York” (SG) [ELA]

- E. Utilizing any of the song material above, echo patterns with listening tube to model teacher's example. (SS1)

II. Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Suggested Activities:

- A. Demonstrate steady beat through movement and body percussion. (SS1, 4)

Examples:

- "Time to Sing" (SB)
- "Miss Mary Mack" (SB)
- "El Juego Chirimbolo" (SB) [Social Studies]
- "Step in Time" (SB)
- "Green Grows the Willow Tree" (SG)

- B. Demonstrate the difference between steady beat and rhythm through the use of movement and instruments. (SS1,2)

Examples:

- Divide the class into two groups. One group performs the beat; one group performs the rhythm using any combination of body percussion and classroom instruments.
- "Go Around the Corn, Sally" (SB) [Social Studies]
- "Xiao Yin Chuan (Silver Moon Boat)" (SB) [Social Studies]
- "Riddle Ree" (SB)
- "My My Me Oh My" (H)

- C. Play steady beat on rhythm instruments to accompany a song. (SS2)

- D. Pass object to steady beat through use of songs, rhymes and games. (SS3)

Examples:

- “Roll on the Ground” (H)
- “El Floron” (SB)
- “Obwisana” (SG)
- “Tinker Tailor” (T)

Tin-ker Tail-or Sol-dier Sail-or Rich man, poor man, beg-gar man thief!

In seated circle, pass ball or other object to the steady beat. Whoever has the object on the word “thief” is out. Continue play.

- E. Create steady beat movement to enhance songs, chants and rhymes. (SS1, 4)

Examples:

- “Che che Koolay” (SB) [Social Studies]
- “Little Johnny Brown” (W)
- “Boogie Chant and Dance” (SB)
- “Two Little Sausages” (SB)

- F. Demonstrate the natural accents inherent in two-four, three-four, and four-four meters through movement, body percussion, and the use of instruments.

III. Students will learn to identify, read and write rhythmic notation using ta-ah () and half rest (). Previous rhythms learned (ta, ti-ti, quarter rest) will be reinforced within both duple and triple meters.

Suggest Activities:

- A. Echo-clap four-beat patterns to introduce new terminology and reinforce previously-learned terminology. (SS1)
- B. Identify rhythms using syllables from teacher-clapped patterns. (SS3)
- C. Notate rhythm patterns using lap boards, chalkboard and paper. (SS1, 2, 3)
- D. Identify and demonstrate rhythm patterns using Ta-ah, half rest, Ta, Ti-Ti and quarter rest in both new and old songs. (SS1, 3)

Examples:

- “Mariposita (Little Butterfly)” (SB) [Science]
 - “Hui Jia Qu (Home from School)” (SB) [Social Studies]
 - “My Father’s House” (SB)
 - “Frog in the Millpond” (SB) [Social Studies]
 - “Okina Taiko” (W) [Social Studies]
 - “Banana” (SB) [Social Studies]
- E. Create rhythmic ostinati to familiar songs, using Orff and/or rhythm instruments. (SS1, 2)
 - F. Improvise question-and-answer rhythm patterns using Ta, Ti-ti, Ta-ah, Quarter rest and Half rest. (SS1)

- IV. Students will learn to identify and read melodic notation using low La, low Sol and high Do, both from Kodaly hand signs and staff notation. Previous notes learned (Sol, La, Mi, Re, Do) will be reinforced.

Suggested Activities:

- A. Echo, then sight-sing melodic patterns using Kodaly hand signs to introduce new melodic terminology and reinforce previously learned melodic terminology. (SS1)
- B. Notate simple melodic patterns using low La, low Sol and high Do in combination with previously-learned notes (Do, Re, Mi, Sol, La). (SS1, 2)

Examples for presenting low La:

- “Abiyoyo” (SB) [ELA]
- “Chicka Hanka” (SB) [Social Studies]
- “Rosie, Darling Rosie” (SB)
- “Grinding Corn” (W) [Social Studies]
- “Jim Along Josie” (K)
- “The Bell Cow” (K)
- “Reel Away Marina Gal” (W)

Examples for presenting low Sol:

- “Draw a Bucket of Water” (W) [Math]
- “Okina Taiko” (W) [Social Studies]
- “Frère Jacques” (SB)
- “But the Cat Came Back” (SB) [ELA]
- “Kou Ri Lengay” (SB) [ELA]
- “Goodbye Ol’ Paint” (K) [Social Studies]

Examples for presenting high Do:

- “Way Down in the Schoolyard” (SB)
- “The Farmer’s Dairy Key” (SB)

- “Circle ‘Round the Zero” (W)
- “Cut the Cake” (SG)
- “I Bought Me a Cat” (SB)
- “Little Tom Tinker” (H)
- “Every Morning When I Wake Up” (SB)

C. Improvise question-and-answer melodic patterns using low La, low Sol and high Do in combination with previously – learned notes (Do, Re, Mi, Sol, La). (SS1, 2)

Examples:

- Teacher sings *question*, student sings *answer*.
- Teacher provides *question*, student plays *answer* on prepared Orff instrument or resonator bells.
- One student plays *question*, another student plays *answer* on prepared Orff instrument or resonator bells.

V. Students will learn to sing and play simple two-part songs, introducing the concept of harmony.

Suggested Activities:

A. Add simple melodic ostinati to familiar songs using prepared Orff instrument. (SS1, 2, 3, 4)

Examples:

- “Deau-deau, Ti Pitit Maman” (“Sleep, My Little One”) (SB)
- “Hush Little Minnie” (W)
- “See-Saw Sacradown” (SB) [ELA]
- “Every Morning When I Wake Up” (SB)
- “Tanabata-sama (Star Festival)” (SB) [Social Studies]
- “A-Tisket, A-Tasket” (SB)

B. Sing simple two-part rounds. (SS1, 4)

Examples:

- “Frère Jacques” (SB)
- “Three Blind Mice” (T)
- “Row, Row, Row Your Boat” (T)
- “Scotland’s Burning” (H)

C. Sing simple partner songs. (SS1, 4)

Examples:

- “Pease Porridge Hot” and “Hot Cross Buns” (W)
- “My Owlet” and “Duerme” (W)
- “Down Came a Lady” and “In and Out” (W)
- “Doggie Doggie” and “Bow Wow Wow” (W)
- “Reel Away Marina Gal” and “Who’s That Tapping at the Window” (W)

VI. Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Suggested Activities:

A. Perform simple patterned dances, increasing in complexity throughout the year. (SS1, 4)

Examples:

- “Wallflowers” (T)
- “Shake Them ‘Simmons Down” (SB)
- “Che che Koolay” (SB) [Social Studies]
- “Duck Dance” (SB) [Social Studies]
- “Paw Paw Patch” (W)
- “Down the Ohio” (SB) [Social Studies]

B. Play circle games that require more complex movement to music. (SS1, 4)

Examples:

- “Four in a Boat” (SB) [Math]
- “Ciranda” (SB) [Social Studies]
- “Somebody Waiting” (SB) [Social Studies]
- “Charley Over the Ocean” (W)
- “Here Comes a Bluebird” (JT Vol. I)
- “Chickama Craney Crow” (JT Vol. II)
- “Green Grows the Willow Tree” (SG)
- “Mouse, Mousie” (SG)

C. Perform songs which require adding creative movement to music. (SS1, 3, 4)

Examples:

- “Little Johnny Brown” (W)
- “O Pião Entrou” (SB) [Social Studies]
- “Down, Down, Baby” (SB)
- “My Father’s House” (SB)
- “Fiddle-De-De” (SG)
- “Pizza, Pizza, Daddy-O” (SB)

D. Create choreography using simple movements to familiar songs. (SS1, 3, 4)

VII. Students will learn to identify the following musical symbols: staff, treble clef, bar line, measure, double bar line, repeat sign, quarter note, quarter rest, half note, half rest.

Suggested Activities:

A. Introduce musical symbols through the use of song material

and flashcards. (SS2, 3)

- B. Play “Around the World” game using music symbol flashcards.
- C. Play team games where students compete to earn points by identifying musical symbols from flashcards. (SS2, 3)
- D. Locate and identify musical symbols from printed song material. (SS2, 4)

Examples:

- Count how many times a given symbol occurs in a song.
- Indicate a given symbol by circling, underlining, etc. on written musical examples.

VIII. Students will learn to identify, create, and perform music that uses simple forms (AB, ABA).

Suggested Activities:

- A. Identify form in familiar songs.

Examples:

- ABA form in “Twinkle, Twinkle Little Star” (T)
- ABA form in “My Two Front Teeth” (H)

- B. Create movements or choreograph dances representing simple forms.

- C. Create rhythm compositions in simple form using percussion instruments.

Resources Referenced

Abbreviation

<i>120 Singing Games and Dances for Elementary Schools</i> by Lois Choksy and David Brummitt Copyright 1987 by Prentice-Hall, Inc.	SG
<i>Folk Songs, Singing Games, and Play Parties</i> Volumes I-III By Jill Trinka	JT
<i>Holt Music</i> By Barbara Andress, Eunice Boardman Meske, Mary P. Pautz, and Fred Willman Copyright 1988 by Holt, Rinehart, and Winston, Publishers	H
<i>The Kodaly Method</i> By Lois Choksy Copyright 1988, Prentice Hall	K
<i>Sail Away</i> 155 American Folk Songs to sing, read and play Selected and Edited by Eleanor G. Locke Copyright 1988 by Boosey & Hawkes, Inc.	SA
<i>Silver-Burdett Making Music</i> Copyright 2005, Pearson Education, Inc.	SB
Traditional Folk Song	T
<i>A Workshop of Songs, Games and Dances</i> Booklet from a workshop presented by Janie Thurber and Shirley Wilson Hicksville Public Schools, Hicksville, NY, November, 1994	W